



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Community organization and development: psychosocial and comparative approach	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Erika Speičytė-Ruschhoff (PhD candidate, Tavistock Clinic London and Essex University (UK)) Other(s):	Institute of Social Work and Welfare

Study cycle	Type of the course unit (module)
any	compulsory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Weekly lectures and seminars (1,5 to 3 contact hours per week) combined with online meetings and webinars as well as self-organized 'field visits' within small groups	Autumn semester	English, German

Requirements for students	
Prerequisites: Introduction in Social Work, Social Work Methodology; Introduction in Welfare State and Social Policy; Introduction in Individual, Group, Organizational Psychology	Additional requirements (if any): readiness to engage in experiential and reflexive learning (group work, field visit to organization or local community) as well as qualitative research activity

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	135	48	87

Purpose of the course unit (module): programme competences to be developed
<ul style="list-style-type: none"> - Get overview about the main psychosocial, systems psychodynamic approaches in understanding and developing groups, communities, organizations and societies in order to make them more effective (socio-analytic methodology of Tavistock model, 'action research', 'participatory research', adaptive leadership); - Evaluate and critically assess the opportunities and limits of community organization and development as empowering and inclusive approach of social work, local social policy within the context of civil society in post-soviet Lithuania; - Compare and critically analyze different models of community organization and development in Lithuania and different member countries of the EU on the basis of students' theoretical and practical experiences of group, organizational and community work as well as their own national background; - Practically engage with and critically reflect on possibilities and ways as well as challenges of coming together and collaborate with others in terms of generating short-term as well as long-term value based processes addressing social justice and social inclusion both within the course and beyond it. - Acquire theoretical knowledge and practical skills in preparing, conducting and evaluating the 'field visit' and 'action research' or 'participatory' project as one of the forms of qualitative research of such psychosocial phenomena as group, organization, community.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Overview of psychosocial systemic approaches and socio-analytic methodology in group work and community organizing; concept of empowerment and 'action research' methodology	Introductory lectures, topic-related compulsory readings and seminar discussions, written assignments (brief essays) on related topic; online seminars and webinars	Assessment of written assignments and participation in the class (engagement in seminar discussions on the basis of obligatory readings); assessment of the participation in online webinars
Acquisition of main psychosocial concepts of group and community organization (leadership-followership, role, group dynamics, open systems, authority, dynamics between individual, group, organization, community, society etc.), its critical reflection in application to students' personal experience with the course project work	Students' presentations (Power Point), group work in the class, individual and group reflection of the group work experience (oral, written); online seminars and webinars.	Assessment of students' oral and written contributions and participation in online webinars; individual and group feedback by the teacher and students colleagues; self-reflection
Acquisition and application of the 'participatory research' / 'action research' methodology and organization of the 'field visits' to different organizations and communities and conducting of mini group project within the small groups	Lectures and seminars on research methodology; obligatory topic-related readings; group work in preparation and conducting of the 'field visit' / small group project; 'project journal' written by students; 'case studies'.	Assessment of the 'project journal' and the small group project work in all its stages and gained skills to prepare and conduct mini research; feedback by students' and self-reflection (oral, written); project presentation by groups
Critical comparative analysis of community organization within Lithuania, other EU and non-EU countries based on students' national backgrounds, study interest and course group project outcomes	Lectures and seminars on comparative social policy and community empowerment 'good practices'; group work in preparation of the final presentation as forum discussion	Assessment of the final (Power Point) presentation (contents, project group performance, dilemmas discussed; assessment of the group discussion / forum (up-to-date-ness of dilemmas)

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. Group and community development as psychosocial, systemic approach on micro-, mezzo- and macro levels: the opportunities and limits of the approach in post-soviet Lithuania, EU and non EU-countries	2		4					4	Compulsory reading and group discussion on the basis of that
2. Socio-analytic methodology, 'action research', 'participatory research', psychosocial and -dynamic, systemic approach (Tavistock model) as qualitative social research methodology	2		2					4	Compulsory reading and group discussion on the basis of that;

3. Preparation, conducting and evaluating of the 'field visit' and 'participatory research' group project. Preparation of the final comparative group presentation on the research results	2	8	8					18	66	Dividing into and forming of the 'research groups'. Preparing of the outlook of the 'field visit' and the 'research project'. Creating of the 'project journal' for documentation of the team work and project steps. Conducting and completing the 'field visit' and 'research project'
4. Psychosocial concept I – theory and practice: leadership versus followership and authority. Positive and negative dynamics of leadership in the group and community wor. Sources of authority and (self)authorization. Reflection and application of the concept within the 'field visit' and research group.	2		2						4	Assignment no 1 on the concept: either individual (Power Point) presentation on the topic or the brief individual essay including essence of the theory and personal reflection
5. Psychosocial concept II – theory and practice: Psychodynamics of the group. On-task group versus basic assumption group. Reflection and application of the concept within the 'field visit' and research group.	2		2						4	Assignment no 2 on the concept: either individual (Power Point) presentation on the topic or the brief individual essay including essence of the theory and personal reflection
6. Psychosocial concept III – theory and practice: Role and Organizational Role Analysis. Role as the bridge between the group (organization, community) and individual. Reflection and application of the concept within the 'field visit' and research group.	2		2						4	Assignment no 3 on the concept: either individual (Power Point) presentation on the topic or the brief individual essay including essence of the theory and personal reflection
7. Psychosocial concept IV – theory and practice: Open System theory. Concept of the boundary. Concept of the primary task. Systemic processes of import-conversion-export.	2		2						4	Assignment no 4 on the concept: either individual (Power Point) presentation on the topic or the brief individual essay including essence of the theory and personal reflection
8. Different models of community organization and development as empowering social work in comparison: reviewing theoretical and practical experiences of Lithuania, other EU and non-EU countries	2		2						4	Review of the course ; preparation of the final group presentation on te basis of the research results within the small study groups
Total	16	8	24					48	87	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Good attendance and active participation on lectures and seminars (contributions to discussion based on obligatory readings) & individual presentation of one of the psychosocial key concepts (Power Point, one pro student per semester).	40.00%	During the semester: on the weekly basis (obligatory readings) or to the dates agreed in advance (PPP)	20% - individual Power Point Presentation (PPP) on the key concept 15% - active participation and contributions to the discussions in the class 5% - good attendance (it's suggested to attend not less than 75% all lectures and seminars of te course)
Individual work (written brief essays & reflections) & online meetings (Skype or Zoom) and webinars.	30.00%	During the semester: on the weekly basis (obligatory readings and essays) or to the dates agreed in advance (webinars)	20% - written essays 10% - participation on webinars (Skype or Zoom)
'Field visit" and 'action research' as small group work: preparation conducting and finalizing of the research project including online project journal; final group presentation (for the final exam)	30.00%	"action research" project - during the semester to the dates agreed in advance; group presentation - during the final exam	20 % - preparation, conducting finalizing of the 'research project' within the small group including online 'project journal' 10% - final group presentation during the final exam

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsary reading				
E. Aram, M. Sher	2013	'Group Relation Conferences', in S. Long, ed.: Discovering the Hidden in Organizations and Social Systems.		Karnac Books London, pp.257 – 278.
J. Newton	2013	Organizational Role Analysis', in S. Long ed Socioanalytic Methods. Discovering the Hidden in Organizations and Social Systems.		Karnac Books Ltd. London, pp. 205 – 226.
V. Gevorgianienė, V. Jakutienė	2008	Community Building in Lithuania. In: Community Development: A European Challenge (eds. Brake R., Delle, U.)		Barbara Budrich Publications, P. 66-74, 7-38, 180-283.
N.Wamba, M.Murphy, J.Castellano and others	2008	Learning By Doing: An Action Reasearch-Based Pedagogy		The City University of NY: Flushing NY,pp.1-8
W. Hinte, M.	2007	Grundlagen und Standards der		Weinheim und

Luettringhaus, D. Oelschlaegel.		Gemeinwesenarbeit. Ein Reader zu Entwicklungsperspektiven.		Muenchen: Juventa Verlag, P. 89-129.
B.D. Reed and J. Bazalgette	2006	Organizational Role Analysis at the Grubb Institute of Behavioral Studies: Origins and Development', in J. Newton, S. Long, and B. Sievers, eds Coaching in Depth: The Organizational Role Analysis Approach.		Karnac London, pp.1-15
G. Craig, M. Mayo (eds.)	2004	Community Empowerment: A Reader In Participation And Development'.		Zed Books, P 1 – 11.
A. Obholzer and V.Z. Roberts (eds)	1994	The Unconscious At Work. Individual and Organizational Stress In the Human Services.		Routledge: London and New York
W. Halton	1994	Some unconscious aspects of organizational life: contributions from psychoanalysis In A. Obholzer and V. Z. Roberts, eds ibid.		Routledge: London and New York, pp.11 - 18.
A. Obholzer	1994	Authority, power and leadership; contributions from the group relations training. In A. Obholzer and V. Z. Roberts, eds ibid.		Routledge: London and New York, pp..39-47.
V.Z.Roberts	1994	The organization of work: contributions from open systems theory. In A. Obholzer and V. Z. Roberts, eds		Routledge: London and New York, pp. 28 – 38.
J. Stokes	1994	The Unconscious at work in groups and teams: contribution of the work from Wilfried Bion. In: A. Obholzer and V. Zagier Roberts, eds ibid.		Routledge: London and New York, pp.121 – 128.
I.Agazarian	1981	Role as bridge construct in understanding the relationship between the individual and the group		Routledge London, pp.1-12.
Optional reading				
	2013	Community Education: Konzepte und Beispiele der Gemeinwesenarbeit . In: P. 02-7; 15-4.	Magazin Erwachsenen-bildung Das Fachmedium fuer Forschung, Praxis und Diskurs. Ausg. 19. Bundesmi-nisterium fuer Unterricht, Kunst und Kultur.	
J.W.Robinson, G.P. Green	2010	Introduction to Community Development: Theory, Practice, and Service-Learning.		SAGE Publications
R. Brake, U. Deller (eds)	2008	Community Development – A European Challenge		Opladen and Farmington Hills: Barbara Budrich Publishers
F. Folgheraiter	2004	Relational Social Work. Toward Networking and		London: Jessica Kingsley Publishers

		Societal Practices		
J. Lee	2001	The Empowering Approach To Social Work Practice.		Columbia University Press, P.30-55.
H. Sanoff	2000	Community participation methods in design and planning.		John Willey & Sons, Inc.
F. Frank, A. Smith	1999	The Community Development Handbook: A Tool To Build Community Capacity.		Minister of Public Works and Government Services Canada, pp.26 – 65.